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ABSTRACT

Designed for parents whose children are participants in a Pilipino bilingual bicultural program, this brief handbook describes the program. Guidelines for and expected outcomes of the program are listed. A student checklist for the cultural program is provided. (?R)

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Pilipino Bilingual/Bicultural Program

Parents Handbook

Silver Wing School

by Sheila Phelps

Chula Vista City School District

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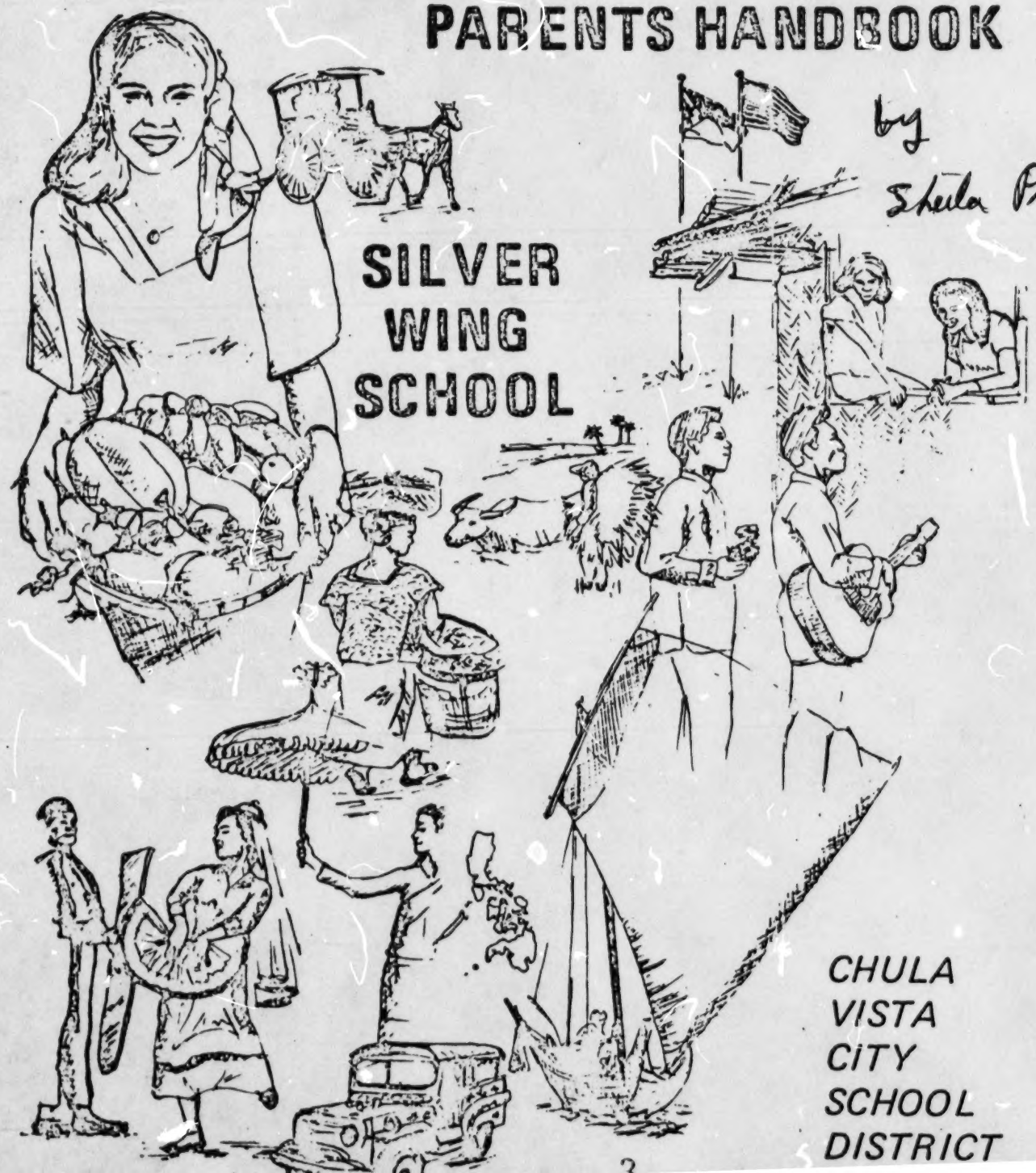
PILIPINO BILINGUAL/BICULTURAL PROGRAM

PARENTS HANDBOOK

by Sheila Phelps

SILVER WING SCHOOL



CHULA VISTA CITY SCHOOL DISTRICT

UD019529

Dear Parents:

Your child is one of the lucky ones who is selected to participate in the Pilipino Bilingual/Bicultural Program in our school.

We need input or suggestions from parents and other interested persons in the community. Your cooperation is highly appreciated by the staff and administrations of Silver Wing School.

Sincerely,

S. Phelps

Mga Magulang:

Ang inyong anak ay isa sa mga maypalad na napiling makisalo sa programang Dalwikang / Damkulturaling Edukasyon na Pilipino.

Kinakailangan namin ang mga kuro-kuro na manggagaling sa mga magulang at sa mga taong mapagpahalaga sa ating pamahayan. Aming pinasasalamatan ang inyong pakikipagisa sa pag-unlad ng ating programang Dalwikang /Damkulturaling Edukasyon na Pilipino.

FOREWORD

This program is made possible by the combined effort and resources of dedicated people who are interested in promoting the Pilipino Bilingual/Bicultural Program as a means of creating better interpersonal relationship and better understanding among the different ethnic group; to boost the identity of the culture and to maintain and strengthen the dissipating culture of the Filipinos in the United States.

The piloting of Berkeley Pilipino materials will be involved in this program. The monitoring and evaluating of the effectiveness of the materials will be done by the staff of the Asian American Bilingual Center at Berkeley, coordinated by the Institute of Cultural Pluralism, San Diego State University.

The members of the South Bay Filipino-American Community Association has given their input on what to include in the curriculum during their meetings with Dr. Len Serverter.

We hope that more meetings with the parents and interested people in the community will take place soon and in the future so as to have input in making this program as success.

Sheila Phelps - Resource Teacher

Avelina Posades - Instructional Aide

Larry Tagle - Multicultural Coordinator

Dr. Al Madison - Principal, Silver Wing School

ACKNOWLEDGMENTS

Appreciation is expressed to the following educators who served as educational consultants to the resource teacher throughout the establishment of the Pilipino Bilingual/Bicultural Program:

John Browne - - - - - - - - - - - - - - - Multicultural Specialist
County Department of Education
San Diego

Della Castañeda - - - - - - - - - - - - - Resource Teacher
Paradise Hills School
San Diego City School District

Lourdes C. Fernando - - - - - - - - - - - Technical Assistance Coordinator
Institute of Cultural Pluralism
San Diego State University

Lita David - - - - - - - - - - - - - - - - Classroom Teacher
San Ysidro School District and
Chairman of South Bay Filipino
American Community Association

Frank Murphy - - - - - - - - - - - - - - - Multicultural Project Coordinator Chula Vista City School District

Larry Tagle - - - - - - - - - - - - - - - - Multicultural Coordinator
Silver Wing School
Chula Vista City School District

Baby Dalle Hancock - - - - - - - - - - - Classroom Teacher
Silver Wing School
Chula Vista City School District

* DESCRIPTION OF THE PROGRAM

The Pilipino Bilingual/Bicultural Center will feature two half-day sessions with 25-30 students in each session for a three-week period.

In the morning, a special group of 25-30 students (2/3 Filipino & 1/3 other ethnic group) will receive a one-hour full Pilipino instruction in single Philippine history and culture, single math, music, reading/language arts (poetry, riddles, superstitions, dancing, cooking etc.)

Another group of same number in the afternoon will receive an enrichment form of instruction on the subjects mentioned above but with less language emphasis.

Child's interests and grade level are taken into consideration in the accomplishment of goals and expected outcomes.

GUIDELINESFOR THE ESTABLISHMENT OF THE PILIPINO BILINGUAL/BICULTURAL PROGRAM

1. Communicate with each loft teachers on how students should be released from the class for a three-week period.
2. At the start, there will be an assembly for all the student participants, so they will know in advance what they are going to be exposed to.
3. Integrate the materials in social studies, "Individual Differences" to stimulate students to know more about their own culture through comparison. Discussions will include feelings and emotions, physical and behavioral differences, etc.
4. The Pilipino Cultural Center's job can be supplemental to the Social Studies lessons the loft teachers are doing.
5. Berkeley Pilot materials from San Diego State University, Institute of Cultural Pluralism, will also be featured in the program.
6. Holidays and special events should be discussed in comparison with other cultures.
7. There will be handouts for the teachers and parents on goals, objective and desired outcomes of the program, so teachers and parents can explicitly discuss more about what has been done after the students return to their regular classroom.
8. There will be culminating activities from time to time where children feel responsible to do something and participate, as in a dance, a play, a song, a poem, letter-writing, cooking, etc.
9. There is an immediate need for an advisory group represented by different ethnic groups, who will be helping in the social activities.

EXPECTED OUTCOMES IN THE PILIPINO CULTURAL PROGRAM

1. Foster interpersonal relationship with children of other races.
2. Understanding that irrespective of race, color or creed, world progress and security can be attained if people of the nations will live in peace, friendship and understanding.
3. Develop self-respect, self-discipline, independence, and other worthy traits.
4. Respect for elders and superiors.
5. Positive recognition of human or racial differences; and a generous acceptance of individual shortcomings.
6. Desire for personal improvement and well-being.
7. Learn to care about other people other than themselves.
8. Willingness to try again after failure.
9. Understanding that failure doesn't mean defeat, but it is just the opportunity to discover a better way or ways to accomplish one's desires.
10. Build strength of character.
11. Strong desire to develop better communication and interaction between people.
12. Awareness that"no man is an island" that people need each other to survive.
13. Awareness of the importance of interpersonal relationship and wholesome communication and interaction.
14. To be able to communicate in Tagalog some simple greetings, or depending on entry level, carry on an ordinary every day conversation with Filipinos in the neighborhood and abroad, and take pride in it.

STUDENT CHECKLIST FOR PILIPINO CULTURAL PROGRAM

I. Understanding the historical perspective of the Philippines

- ☐ a. Geographical location and sections; climate
- ☐ b. Different inhabitants and dialects of each region
- ☐ c. Cultural, educational, and religious influences
- ☐ d. Heroes, holidays and special events

II. Appreciation of Filipino culture:

- ☐ a. Traditions and customs
- ☐ b. Taboos, superstitious and rituals
- ☐ c. Ceremonies
- ☐ d. Courtship (1) traditional
  (2) modern
- ☐ e. Family ties and domestic obligations
  - ☐ (1) Husband as breadwinner
  - ☐ (2) Wife as financial manager and treasurer
  - ☐ (3) Unmarried children; parent-children relationship
  - ☐ (4) Sibling relationship and duties to each other
  - ☐ (5) Grandparents role in the home
  - ☐ (6) In-laws role
  - ☐ (7) Godparents role

f. Traits, as shyness and sensitiveness

III. Awareness and Understanding of the Differences and Similarities of the Filipino culture with other cultures

A. Similarities and Differences on:

- ☐ 1. religion
- ☐ 2. clothing
- ☐ 3. food
- ☐ 4. educational system
- ☐ 5. people (a) physical aspect
  (b) emotional aspect
- ☐ 6. currency
- ☐ 7. home and home life
- ☐ 8. desire for work
- ☐ 9. desire for higher education
- ☐ 10. interest in recreation, sports and games

IV. Differentiate between facts and fiction or fallacies about the Filipinos:

- ☐ 1. That Filipinos are uncivilized in their ways; they usually look like the primitive tribes in TV.
- ☐ 2. That Filipinos don't speak English
- ☐ 3. That Filipino women are docile and subservient to their husbands.
- ☐ 4. That Filipino women make good housewives.

☐ V. Understanding the educational system of the Philippines; the peoples regard for learning and education

☐ VI. Industries and Handicraft: Shoemaking; balut-making; sugar mills; clothing mills and factories; oil plants; bottling

companies and distilleries; hat-wearing; palm Bags, etc.

VII. Art and music: ☐ songs
☐ dances
☐ clothes and fashion
☐ drawing; painting
☐ doll-making (different tribes of the Philippines)

VIII. Staple food; cooking:
manners and ways of eating (comparison with other cultures)

IX. Differences between the rural and the urban ways of living.
☐ Rural life with project
☐ Urban life with project

X. Language: ☐ Incidental ☐ Bilingual
☐ Pilipino alphabet
☐ Dances
☐ Songs
☐ Greetings

* * Vocabulary development: (Some are optional)
☐ Talking about pictures
☐ Names of objects (classroom, home, etc)
☐ Names of parts of the body; house
☐ Counting and simple math
☐ games
☐ role playing (drama)
☐ writing stories
☐ letter writing

☐ giving directions
☐ request and giving commands